**Year Two Group activities - Integrated unit**

**Organisation**

**Year One –** Tuesday afternoons 1:45-3:00

**Year Two** - Friday mornings 1:45-2:50

**Focus: Physical World**

**Outcomes**

**A student:**

* ST1-6PW

describes some sources of light and sound that they sense in their daily lives

* ST1-7PW

describes effects of pushes and pulls on objects they encounter

This program provides opportunities for the students to participate in small group activities that focus on language development across a range of activities. The program works with both class teachers and EAL/D teachers. Activities are linked to English outcomes and Science outcomes. Assessment opportunities of students’ language use are provided in each activity.

Teachers will teach ONE lesson each to a group and then rotate, rotating again to complete the cycle.

Year One –

* Teachers form 4 groups of Year 1 students from 1K, 1S and 1/2 K +EAL/D teacher

Year Two –

* Teachers form 4 groups of Year 2 students from 2PG, 2D and 1/2 K + EAL/D teacher

Week 2- Friday mornings 9:00-11:00

**Focus: School sounds**

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| **Auditory discrimination** | **Sound walk** | **Onomatopoeia** | **Flip book – I can hear/I can see** |
| **Learning intention**: to listen to sounds and explain what the sound was and match | **Learning intention**: to listen to sounds and record where they are coming from. | **Learning intention**: to understand that sounds can be written and to read sounds that are written and match to a picture | **Learning intention**: find pictures of objects or animals and write a sentence about the sound that each makes using onomatopoeia. |
| **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A | **English outcome:** uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words EN1-5A | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A |
| **match the sounds:**   * Students are shown a range of items that make a sound. * They may test them to hear each sound * Make a sound with one of the items and the students must guess which item. * <http://www.literactive.com/Download/live.asp?swf=story_files/Listen_And_Match_US.swf> * Listen to sounds for loudness and pitch * <http://www.scholastic.com/magicschoolbus/Games/sound/index.htm> * <https://www.exploratorium.edu/listen/online_try.php> | **listening for sounds**   * take the students for a walk * listen for sounds * record what they hear and where * Mathematics – prepositional language   Up  In  On  Beside left of  Right of  Behind  Under  Over in the sky | **words that imitate natural sounds**   * show the students words on card– explain that sound we hear can be written as a word * ask the students if the know what could make each sound * show the students pictures on cards * ask the students to match the words with the pictures | **a caption picture book**   * discuss with the students things that we can hear – explain that sound can be written as a word * cut pictures from magazines of things we can hear * paste the pictures into flip book * Students can write a caption for each picture using a sound word   e.g. a clock goes tick tock |

**Year Two organisation** Week 3 - Friday mornings 9:00-11:00

**School sounds**

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| **Auditory discrimination** | **How loud** | **Rhyming words** | **Sound Picture/story** |
| **Learning intention**: What made the sound/ where did come from | **Learning intention**: discriminate between loud and quiet and rank using language accordingly | **Learning intention**: Students can distinguish between sound and identify rhyme | **Learning intention**: Students can draw a picture of the playground and label the sounds |
| **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts EN1-6B | **English outcome:** uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words EN1-5A | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A |
| **Auditory Discrimination**   * Explain to the students that we use our ears to hear * Have a range of instruments * Ask the students to close their eyes listen to each item * Ask the students to tell you which they heard * ask the students close their eyes and have two students take instruments to different parts of the room. * allow one to play their instrument * students identify who made the sound * repeat and then try this activity with 3-4 instruments | **listening for loud and soft sounds**   * Brainstorm with the students what is loud * Brainstorm with the students what is quiet * rank the following sound * use the following language   loud, louder, loudest  quiet, quieter, quietest | **Words that sound the same = rhyme**   * show the students words/pictures on card– explain that some words share the same sound and that they rhyme * ask the students to sort the words into sound groups * e.g.   back, hack, jack, lack, pack, sack, tack,  bare, care, dare, fare, hare, mare, rare  bake, cake, fake, lake, make, rake, take  http://www.kidzone.ws/phonics/index.htm | **Writing about sound**   * Refer to the activity from last week when the students walked around the school listening for sound * remind the students of the onomatopoeia activity –words that mimic the sound * remind the students of the places they heard each sound.   see power point of images   * ask the students to use their list to write /label a picture of the playground identifying where they heard each sound |

**Year Two organisation** Week 4 - Friday mornings 9:00-11:00

Focus: Where is the light?

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| **Spot the difference** | **Looking for light and dark walk** | **Shades of grey** | **Shadow Puppets** |
| **Learning intention**: be able to see subtle difference between images, groups of numbers and groups of items looking at size, shape and colour as well as quantity. | **Learning intention**: discriminate between hades of light and dark and use language accordingly | **Learning intention**: rank pictures according to degrees of light and dark | **Learning intention**: understand that a shadow cannot exist without a light |
| **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A | **English outcome:**  recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts EN1-6B | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A |
| **Spot the difference**   * Explain to the students that we use our eyes to see but sometimes we miss things that are hidden or changed * Have a range of items from the classroom arrayed * Ask the students to close their eyes and move the items * Ask the students to tell you what is different * Using spot the difference sheets allow the students to   **or**  **Using the website**   * http://www.spotthedifference.com/explorer.asp | **listening for sounds**   * to walking around the school * look for places that are dark and that are light * record what they see and where they are * Mathematics – prepositional language   Up  In  On  Beside left of  Right of  Behind  Under  Over in the sky | **words that imitate natural sounds**   * show the students pictures on cards * ask the students to rank the images from darkest to lightest * encourage the students to use the language below.   **Light and Dark Vocabulary**  **Dim**: dull, not bright  **Shadow**: a patch of darkness  **Nocturnal**: awake at night  **Opaque**: light cannot penetrate it. You cannot see through it.  **Transparent**: light can shine through it and you can see through it.  **Translucent**: some light shines through it and you can partly see through it | **Science experiment**   * Shadow hand puppets * Watch the YOUTUBE clip   <https://www.youtube.com/watch?v=Kz8wP2RYy64>   * Show the sheet of examples * Allow the children to experiment on a plain surface * Teacher can take photos of the children making shadow puppets * Create a joint construction explaining how shadows are made |

**Year Two organisation** Week 5 - Friday mornings 9:00-11:00

Focus: Good vibrations

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| **Tuning fork Experiment** | **The telephone experiment** | **Making a Kazoo** | **Tongue** |
| **Learning intention**: Students experiment with various sound sources, including their own voices, to gain an understanding of the connection between sound and vibration. | **Learning intention**: Students can orally explain the steps to making a cup and string telephone | **Learning intention**: students will understand what makes a vibration | **Learning intention**: Students understand tongue twisters are a way to improve your English pronunciation. It's very difficult to say tongue twisters in English |
| **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:**  plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A | **English outcome:**  draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A | **English outcome:**  recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language ENe-6B |
| **Begin with an introductory, interactive demonstration in which students feel the vibrations created by their own voices.**  **Station 1**– Ripples on Water/Tuning Fork:   * Add water to the pan or bowl to approximately two inches deep. * Place crayons, paper, a tuning fork, and the pan of water at the table. * Strike a tuning fork against a book and dip the fork in the pan or bowl of water. * Tell students that when they do this activity, they will also have paper and crayons to draw what they see. * To think about: What did you feel when you touched the tuning fork after you hit it?   **Station 2 –** Sound Moves/Tuning Fork:   * Cut a piece of string approximately one foot long Tape one end of string to a ping-pong ball * Place string with ping-pong ball and a tuning fork at the table * •Have one student in a standing position hold the string with the ping-pong ball at arm’s length. Be sure the student is holding it as still as possible. * Have another student gently move the tuning fork towards the ping-pong ball until it just barely touches it. * Have the second student strike the tuning fork against a book or shoe and again gently move the tuning fork towards the ping-pong ball until it just barely touches it. One more time, have the same student gently touch the ping-pong ball with the tuning fork. | **Creating a cup and string telephone**   * Make one cup and string telephone with the students * Ask the students to list the steps with the teacher * Record the steps * Allow the students to draw and label a diagram * \*collect this as an assessment task! | **How to make a Kazoo**  **watch Youtube:** [**https://www.youtube.com/watch?v=pF0elA6mzmg**](https://www.youtube.com/watch?v=pF0elA6mzmg)   * roll cardboard and tape * place baking paper over the end * secure with a rubber band * play your Kazoo! | **Tongue twisters**  [**https://learnenglishkids.britishcouncil.org/en/tongue-twisters**](https://learnenglishkids.britishcouncil.org/en/tongue-twisters)   * listen to each of the tongue twisters * allow the students to have a go and increase their fluency   e.g  “**She sells sea shells by the sea shore**” |

**Year Two organisation** Week 6 - Friday mornings 9:00-11:00

Focus: Sensing light

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| **Optical illusions** | **Using a magnifying glass** | **See the world through coloured glasses** | **Luke’s way of looking** |
| **Learning intention**: Students understand that your eyes can be tricked into seeing something that are not really there | **Learning intention**: Students understand that a magnifying glass makes things look bigger and can describe what they see | **Learning intention**: Students understand that things looks different through coloured glasses and can describe the difference | **Learning intention**: Students understand that not everyone sees things the same way. |
| **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-10C |
| * Discuss optical illusions and show the students image from Look here science text by Sally Hewitt * Go to Optical illusions link * <http://www.telegraph.co.uk/news/2016/05/17/can-you-work-out-these-12-mind-bending-optical-illusions/> | **Using a magnifying glass**   * Discuss the use of binoculars and ask why we would want to see things bigger * Demonstrate how we use a magnifying glass by examining something I the class e.g. your thumbprint, the carpet * Allow the students to go out into the playground and examine four different small things through a magnifying glass * record /draw what they see and where they found it * Mathematics – prepositional language   Up  In  On  Beside left of  Right of  Behind  Under  Over in the sky   * size language bigger etc | **Making glasses with cellophane**   * Cut out a template of a pair of glasses * ask the students to choose a coloured piece of cellophane (they can experiment with colours) * Tape cellophane onto the back of the template. * take the glasses outside to test | **Listen to Luke’s’ way of looking**   * Read the story to the group * Give the students paper and textas * Ask them to follow a set of instructions to draw an image without demonstrating   Ask the students to share their pictures and notice that everyone’s is unique  [**https://www.youtube.com/watch?v=fm9YGwY1zYg**](https://www.youtube.com/watch?v=fm9YGwY1zYg) |

**Year Two organisation** Week 7 - Friday mornings 9:00-11:00

Focus: Two Vs One

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| **Hear or See Venn diagram** | **Looking carefully** | **Blind walk** | **Prepositional Bingo** |
| **Learning intention**: Students discriminate between items that can be either heard, seen or both | **Learning intention**: students will be able to describe items using adjectives | **Learning intention**: Students understand that must be explicit when giving instructions | **Learning intention**: Students understand words can describe position |
| **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts EN1-9B |
| **Do I hear it of see it?**   * Explain to the students that we see some things but only hear others and yet we know what is * Have a range of images * Ask the students to categorise the items * Ask the students to record their Venn diagram | **Looking at similar items with different patterns or shape or size**   * Have 5-6 groups of items e.g. balls, flowers, plastic dinosaurs, pictures of people * Discuss the similarities and differences * Line up one group of items and ask the students to close their eyes * Remove one item * Ask the students if they can remember which one is missing | **Walking with a blindfold through an obstacle course**   * Plan an obstacle course with the students using hoops and witches hats * In pairs, one student wears a blindfold and their partner provides instructions to walk through the obstacle course * If time allows swap roles | **Position Games**  **Bingo**   * Each player has a board * Teacher or one student calls the words   **Sorting Game**   * Sorting images according to preposition |

**Year Two organisation** Week 8 - Friday mornings 9:00-11:00

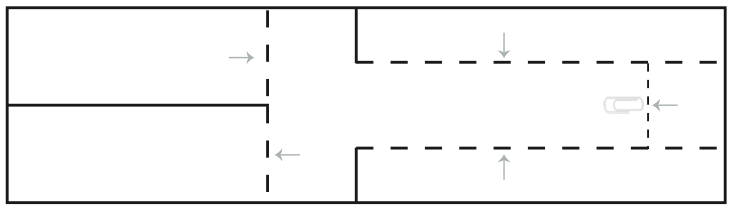
Focus: Moving Toys/Push Meets Pull

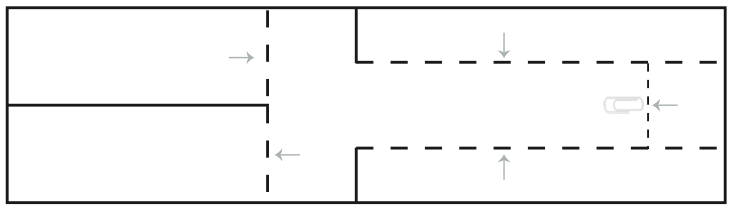
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| **How does it move** | **Gravity** | **Balloon experiment** | **Force work and energy** |
| **Learning intention**: Students discriminate between items that can be either pushed or pulled. | **Learning intention**: students will be able to explain how gravity works. | **Learning intention**: Students understand that a balloon creates a force of air when released | **Learning intention**: Students listen an explanation to and record notes. |
| **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts EN1-6B | **English outcome:**  draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A | **English outcome:** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A |
| **Do I push or pull it?**   * Explain to the students that we pull some things to make them move but push others * Have a range of images and toys * Ask the students to categorise the items * Ask the students to record their information in diagram | **Gravity = force**   * Have 8 of balls of different sizes e.g. tennis balls, ping-pong balls, basket balls * Discuss the similarities and differences * Hold 2 balls and ask the students “if I drop these together which one would hit the ground first * Ask the students to record their hypothesis * Drop 2 balls simultaneously * (You could film the experiment) * Ask the students if their prediction was correct. * Allow the students to experiment in pairs * Draw and label a diagram   Ask the students if they were surprised | **Balloon experiment**   * Blow up a balloon ad let it go * Ask the students what happened * Allow the students to experiment * Watch YOUTUBE experiment   <https://www.youtube.com/watch?v=_LdcxCdB-s8>   * In pairs, students conduct the same experiment * Draw and label the experiment | **What is force?**   * Students watch YOUTUBE push or pull   <https://www.youtube.com/watch?v=vAThuCmwp9I>   * Using a scaffold students record information from the video clip * Students discuss answers questions about the information in the video |

**Year Two organisation** Week 9 - Friday mornings 9:00-11:00

Focus: floating, flying and sinking

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| **Float or fly sort** | **Floating or sinking** | **Making a paper helicopter** | **Games** |
| **Learning intention**: Students discriminate between items that can be either fly or float | **Learning intention**: students will be able to make hypotheses | **Learning intention**: Students understand that must be explicit when giving instructions | **Learning intention**: Students understand words can participate together in a game |
| **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A | **English outcome:** uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts EN1-9B |
| **Will it fly or float??**   * Explain to the students that some things can fly and some float * Have a range of images * Ask the students to categorise the items giving a reason for their choice * Ask the students to record table; Students may either write or draw | **Floating or sinking**  [**http://www.learning4kids.net/2014/04/15/floating-and-sinking-science-activity/**](http://www.learning4kids.net/2014/04/15/floating-and-sinking-science-activity/)   * view the YOUTUBE(optional) * Have 10-12 items e.g. balls, flowers, plastic dinosaurs, etc * Discuss the similarities and differences * Ask which one will sink which one will float? * Make an hypothesis for each item on experiment scaffold * Test each one in the bath of water * Record results | **giving instructions**   * Students work in pairs * Give the material for making a paper helicopter to one student * Their partner provides instructions to make the paper helicopter * Test the helicopter  1. ***Cut along solid lines.*** 2. ***Fold along dotted lines.*** 3. ***Place a paperclip at bottom for weight.***   see below for template | **Games**   * Go to link   <http://interactivesites.weebly.com/float-or-sink.html>  5 out of the 6 are good (don’t do the 2nd as it is too complex) |





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| **Making a paper helicopter** | **Making a paper helicopter** |
| 1. ***Cut along solid lines.*** 2. ***Fold along dotted lines.*** 3. ***Place a paperclip at bottom for weight.*** | 1. ***Cut along solid lines.*** 2. ***Fold along dotted lines.*** 3. ***Place a paperclip at bottom for weight.*** |
| **Making a paper helicopter** | **Making a paper helicopter** |
| 1. ***Cut along solid lines.*** 2. ***Fold along dotted lines.*** 3. ***Place a paperclip at bottom for weight.*** | 1. ***Cut along solid lines.*** 2. ***Fold along dotted lines.*** 3. ***Place a paperclip at bottom for weight.*** |